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ABSTRACT

Programed Tutorial Reading is a highly structured tutoring project for first graders. It supplements regular classroom reading instruction and is conducted by either paraprofessionals or high school tutors, not by teachers. The project uses tutoring kits designed to match six of the most commonly used basal reading series. The kits specify in detail what to teach and how to teach it, so that a tutor's decisions about a child's reading are limited to judging the correctness or appropriateness of answers. This brochure describes the program's approach and requirements in terms of instruction, management/communication, personnel, materials/equipment, facilities, and costs. Criteria to consider in adopting the program and a timetable for getting started are also outlined. (AA)

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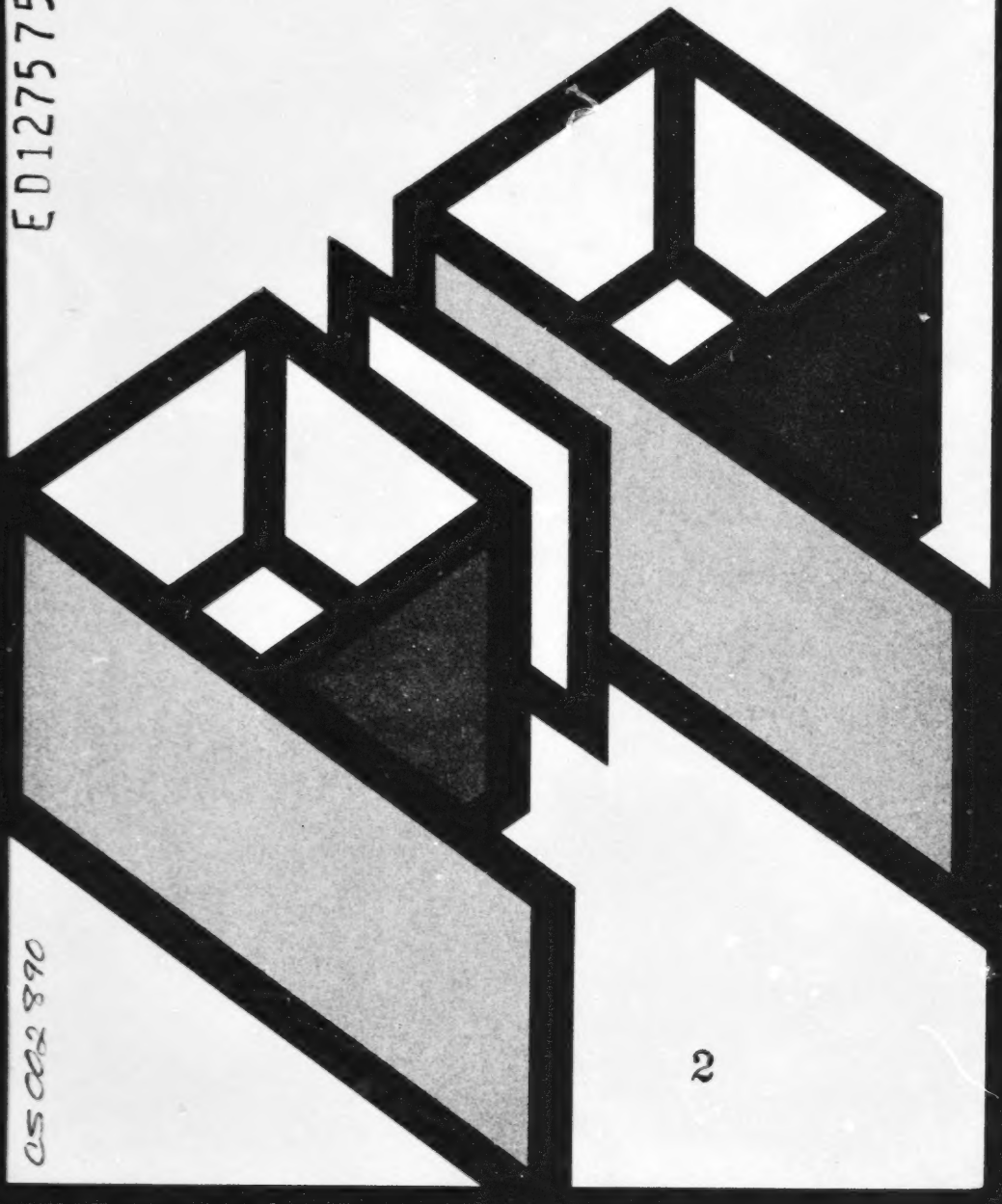
Programed Tutorial Reading

Analysis and Selection Kit



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Programed Tutorial Reading

PIR is an individualized tutoring project for first graders having difficulty learning to read. Students leave their regular classrooms to participate.

Students	All entering first graders are tested in beginning reading skills. Students in the lower quartile are selected for tutoring.
Staff	PIR staff are a project director, tutorial supervisors, tutors, and a secretary. The director and secretary work part-time. The supervisors are experienced, credentialed teachers. Tutors may be adult paraprofessionals or high school work-study students.
Student/Staff Ratio	Tutors work individually with each student for 15 minutes daily. A tutor can instruct seven children every two hours.
Facilities	Each tutoring station consists of side-by-side seating for the tutor and student in a quiet place. Tutorial supervisors need a space to work at each project school. The director and secretary need equipped office space.
Instruction	Tutoring is controlled through the use of programmed kits purchased directly from one of six publishers. The instruction consists of guided drill and practice work in the basal reader that matches the tutoring kit.
Training	Tutors receive two and a half days of training prior to beginning instruction.
Scheduling	Each project school principal schedules students for tutoring in consultation with classroom teachers. Generally, students stay in PIR for the entire first grade.

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Programed Tutorial Reading is one of six projects selected as unusually successful for teaching reading and/or mathematics to underachieving students in low-income areas. Project Information Packages including detailed guidelines for installing and operating these projects are available from the U.S. Office of Education to qualifying school districts.

One of the high school PTR tutors was working with a first grader. The child was doing fairly well, but every time the tutor told him so, he would stop and say, "I'll be damned." Then he'd continue reading. The tutor would make another positive statement and the child would again say "I'll be damned." The tutor later found out in talking with the principal and the teacher that the child came from a home where he was never, never praised. The tutoring relationship was one of the very few in which he ever received any praise.

Programed Tutorial Reading

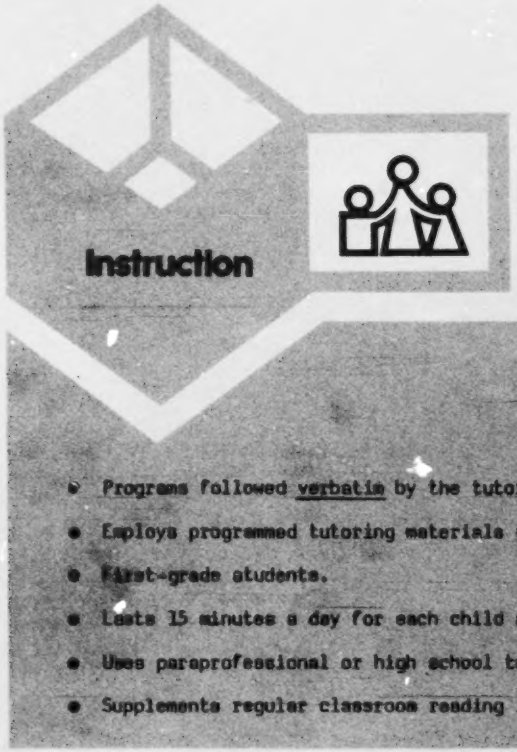
(PTR)

Programed Tutorial Reading is a highly structured tutoring project for first graders. It supplements regular classroom reading instruction and is conducted by either paraprofessionals or high school tutors, not teachers. The project uses tutoring kits designed to match six of the most commonly used basal reading series in the country. These kits present tightly designed tutoring programs that carefully control the instructional patterns used by the tutor.

The 15-minute tutoring sessions for participating first graders in Programed Tutorial Reading are highly structured. During their sessions, children read from their regular classroom basal readers while the tutor follows exactly one of 11 tutoring programs presented in the tutoring kits matched to the readers. The programs in the kit specify in detail what to teach and how to teach. They are designed so that all decisions made by a tutor about a child's reading are limited to judging the correctness or appropriateness of answers. The tutoring programs are unlike conventional programmed instruction in that they are designed for the tutor. The programs employ a tutoring technique based on a series of test-teach-test steps that tell the tutors exactly what to do when a child responds to a reading item.

Project Origin

Programed Tutorial Reading for first graders was developed at Indiana University in 1965 with the support of ESEA Title I funds. It was first used in the Indianapolis public school system and has since been adopted by many other school systems across the country. The PTR project descriptiona in this booklet and the PIP are based on the successful Farmington, Utah, PTR project.


Instruction
• Programs followed verbatim by the tutors.
• Employs programmed tutoring materials for the tutor.
• First-grade students.
• Lasts 15 minutes a day for each child all year.
• Uses paraprofessional or high school tutors.
• Supplements regular classroom reading instruction.

Instruction in Programed Tutorial Reading is controlled by the 11 different tutoring programs (called Item Programs) designed for the tutors. These tutoring programs were developed to supplement reading skills such as comprehension, oral reading, word analysis, and sentence completion. The tutoring programs are systematically structured. As the child reads each item, the program tells the tutor verbatim what to say. The Oral Reading Item program, for example, tells the tutor to ask the child to read a sentence (i.e., to say "Can you read this?"). If the child has difficulty reading a word in the sentence, the tutor is instructed to say "Go on." After the student has finished the sentence, tutors follow the tutoring program's next steps exactly as they are presented to teach the missed words.

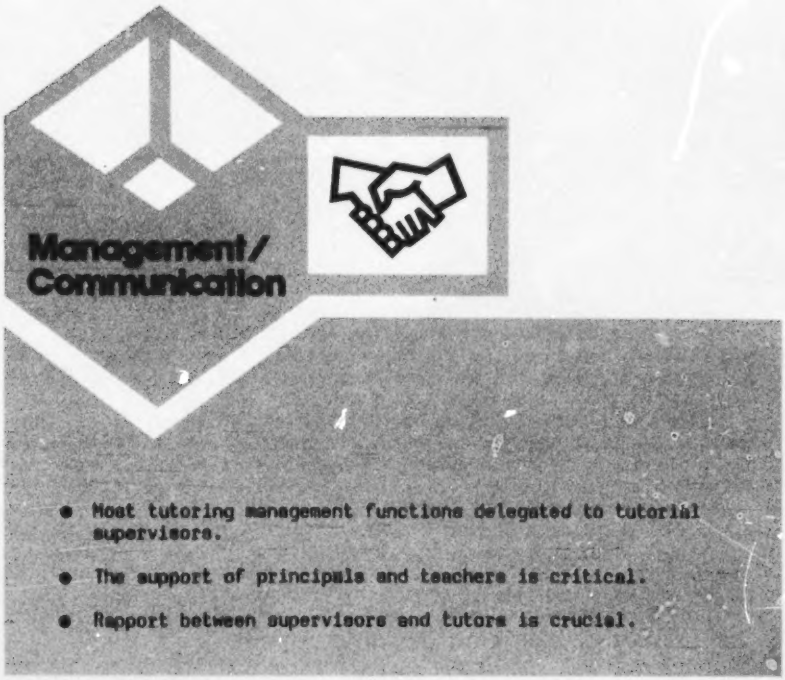
The tutoring process employs frequent and immediate feedback as well as individualized pacing. Clues, not answers, are given to the child. Positive reinforcement is given appropriate to the student's response to each item. As the child works through each task, the tutor records the incorrect responses on a record chart, but the child is never told an answer is wrong. The child first attempts all the items within a lesson. The tutor teaches the child the missed items, following verbatim the instructions given in the Item programs, and then tests for mastery. The tutor uses these test-teach-test steps throughout the tutoring session.

Programed Tutorial Reading, designed to serve children in first grade, has proved to be effective with children in the bottom quartile in national test score distribution in reading. Children are tested early in the fall by their classroom teachers. They are then selected to participate in PTR on the basis of their standardized test scores. Teachers are asked for their opinions about which children would most benefit from supplemental reading tutoring to validate the selection procedure.

Scheduling the PTR students for tutoring is a joint effort by the teachers, the school principal, and the tutorial supervisor, who closely monitors the tutoring process. Each child is scheduled for 15 minutes with the same tutor each day for the entire school year. Tutors work either inside the classrooms in a quiet corner or in nearby classrooms set up exclusively for tutoring. They take the students to their tutoring stations and work for 15 minutes, escorting them back to their classrooms at the end of the sessions.

Instruction in PTR is methodical and repetitive, yet it is conducted in an atmosphere of supportive warmth and interest between the tutor and student. It is essential, therefore, that tutors be both committed to and capable of following the prescribed format and genuinely interested in the children they teach.

CAUTION: Good results cannot be expected if the procedures of programmed tutoring are not followed <u>verbatim</u>.


Management/
Communication
• Most tutoring management functions delegated to tutorial supervisors.
• The support of principals and teachers is critical.
• Rapport between supervisors and tutors is crucial.

Prior to the start of school, management tasks include project planning, staff recruitment and selection, and materials and facilities procurement. The project director assumes full and active responsibility for these tasks. After the project has operated in the schools for about a month, however, the director's involvement requires only about 15 percent time. Daily management of tutoring is assigned to the full-time tutorial supervisors who report directly to the director.

The major management tasks for the PTR project director are the establishment and maintenance of effective channels of communication among district personnel associated with the project and parents of participating children. The elementary school principals are the conduit through whom project communications and coordination with teachers and parents are channeled. They are responsible for the overall administration of the project in their own schools. Since tutoring involves releasing children from the regular classrooms each day, the project director must take special care to orient elementary school principals and teachers effectively and enlist their goodwill for PTR. Effective communication with the principals lays the foundation for the working relationship that will follow among teachers, tutors, and tutorial supervisors. If high school students are used as tutors, the project director must also work with high school principals and counselors to select and schedule tutors.

The daily management of the tutoring is the responsibility of the tutorial supervisor once the project is well under way. The supervisors monitor the tutors closely to maintain the quality of tutoring, especially making certain that tutors follow the tutoring programs exactly. Tutors should come to regard their supervisors as supportive resource persons on whom they can rely for guidance in tutoring techniques and for solving general problems that may arise. The supervisors also assure that student progress reports are given to teachers each week and work closely with principals to maintain teacher support for PTR. In general, problems are channeled to the principals by the tutorial supervisors through the project director, although in some instances supervisors may go to the principals directly.

The communication, coordination, and support necessary to insure project success in the schools are most effectively established by following a definite sequence in project planning and orientation and staff selection. To assure the principals' support and cooperation in integrating the project into their schools, the director orients principals as soon as the project is awarded to the district. The director makes certain that the principals understand the purposes of the project clearly so they can in turn communicate to the regular teachers and school parents how the project will reinforce classroom reading, not supplant it. The director also recruits and selects the tutorial supervisors early so they can assist in recruiting tutors and in winning teacher support for the program. The principals also are brought into the tutor selection process and have final say over who will be hired. This sequence of orientation, staffing, and involvement clarifies the lines of supervision for all staff members from their first contact with the project.

CAUTION: Teacher resentment and lack of support for PTR will result in noncooperation in scheduling children or punishment of children through make-up work.

CAUTION: Effective management/communication cannot be expected if the project director diminishes the role of the principals in PTR.

PTR: ESTIMATING COSTS [1]
(300 Students)

	Number	Estimated Total Cost to Project
ANNUAL COSTS		
Personnel		
Project Director [2]	.15	_____
Secretary to Project Director [2]	.15	_____
Tutorial Supervisors (one for each 40 tutors)	____	_____
Tutors: some combination of		
Adult Paraprofessional (one for each 15 students) and/or	____	_____
High School Students (one for each 7 students)	____	_____
Facilities [3]		
Project Director's Office		_____
Tutoring space		_____
Materials/Equipment		250.00
Total Estimated Annual Cost		_____
ADDITIONAL START-UP COSTS		
Personnel		
Project Director (June-August, 35% time)		_____
Tutorial Supervisors (August, 50% time)		_____
Materials/Equipment		1,250.00
Total Estimated Additional Start-up Cost		_____

[1] See page 9 of the Project Selection Guide.

[2] If this salary would not be charged to project funds, enter zero.

[3] Space may be available within the district at no cost to project.

PTR ORGANIZATION

- Administrative personnel
  Project director and secretary (both 15 percent time)
  Tutorial supervisors (one for each 40 tutors)

- Instructional staff
  Tutors

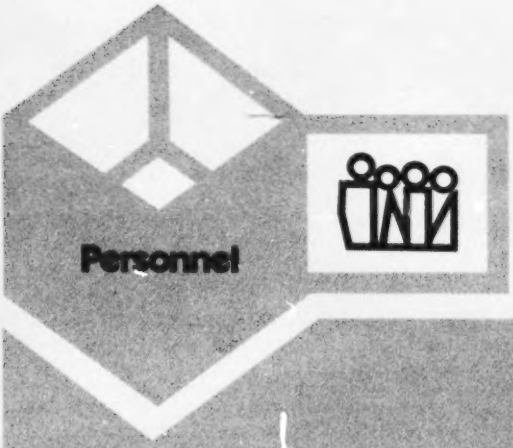
- Seven students every two hours for each tutor

PTR requires a 15 percent time project director and secretary and one tutorial supervisor for each 20 to 30 tutors. The number of tutors depends on the number of students participating. A tutor can instruct seven children every two hours. Tutors may be either adult paraprofessionals or high school work-study students. Adult tutors usually work full-time; high school tutors usually work two hours a day.

PTR is administered in the project schools by the principals. The tutorial supervisors are responsible only for the instructional activities of the tutors. The principals govern all other aspects of the tutors' time in the schools. Principals must therefore be thoroughly acquainted with PTR and strongly supportive. This arrangement also requires that the supervisors and principals keep in close contact with each other.

Typically, each tutorial supervisor monitors tutors in several schools, the actual number depending on the number of tutors in each building. When a supervisor has responsibility spread over a large number of schools, consideration should be given to the amount of time necessary for inter-school travel in deciding how many tutors the supervisor should monitor.

CAUTION: Tutorial supervisors will be ineffective in maintaining the quality of tutoring if they are assigned more than 40 tutors to monitor.



Personnel

The project director:

- is a capable administrator.
- can oversee training effectively.
- works an average of 35 percent time until instruction begins, then 15 percent time.

Tutorial supervisor:

- is a certified teacher within the district.
- is respected in the district as a competent teacher.
- monitors the quality of tutoring.
- plans and conducts in-service training for tutors.
- works closely with principals in coordinating project activities.

Tutors:

- are paraprofessionals or high school work-study students.
- are conscientious record keepers.
- follow the prescribed instructional format exactly.
- model attitudes and behaviors children can emulate.
- effectively communicate with teachers.

The staff needed for Programed Tutorial Reading are a project director, tutorial supervisor, and tutors. A district pool secretary is assigned as needed by the director, generally for no more than 15 percent time.

The director recruits and hires the tutorial supervisor and tutors. As the title suggests, the supervisor monitors the tutors and acts as project-school liaison agent. Tutors, trained by the director and supervisor, instruct the students and report their progress to their teachers.

PTR Project Director

The project director is most active in PTR prior to the start of school and the actual tutoring. Once the project is successfully launched, daily management of tutoring is delegated to the tutorial supervisor.

The director, a skilled and experienced administrator, must be a self-starter capable of setting and attaining work goals on his or her own initiative. Prior to project operation, the director is responsible for arranging with principals for tutoring facilities, ordering materials, orienting principals and other administrators, planning for parent orientation and participation, and training. Human relations skills and training abilities are indispensable assets for the PTR project director.

After initial project start-up, the director becomes primarily an on-call consultant and provides liaison for the project's daily operation. The director is kept in touch with project progress through biweekly meetings with the tutorial supervisor and the director must always be accessible in case problems arise.

The tutorial supervisor should be an experienced, certified professional respected in the district for both technical competence and sensitive leadership in school activities. He or she must be responsive and open in dealing with other people while remaining firmly committed to maintaining high standards for project operation. As the liaison person between the school and the project, the supervisor must be able to establish rapport with school principals, classroom teachers, and tutors.

During the summer prior to project operation the tutorial supervisor plays a major role in preparing for fall implementation.

After instruction begins, the supervisor's main responsibility is monitoring the tutoring activities of as many as 40 tutors, making sure each tutor follows the tutoring programs exactly. The supervisor must be alert to difficulties tutors may be having and able to plan and conduct in-service training sessions to deal with them. Finally, the supervisor guides the operation of the project within the regular school environment by working closely with each school principal.

CAUTION: Assigning noncredentialed personnel to the supervisor's position could discredit the project in the eyes of regular staff.

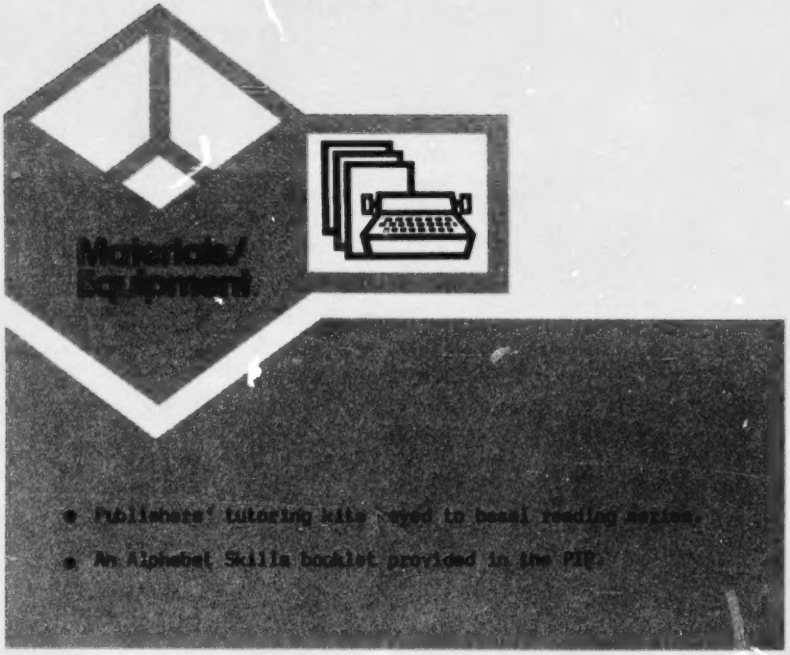
The PTR tutor may be either an adult paraprofessional or a high school work-study student. The basic requirements are that the tutor be comfortable in close relationships with young children, nonjudgmental, and respectful toward children who may not initially respond well to the attention or the process involved in tutoring. Tutors must have an attitude of real concern about the students they instruct, yet not be over-solicitous. The tutor plays an important modeling role for the students and so is selected for his or her conscientious industriousness as well as warmth and concern.

The tutor must be able and committed to learn and follow the PTR tutoring procedures without deviation. The tutor is also responsible for preparing weekly student progress reports and presenting them to the classroom teachers. Therefore, he or she must be able to establish rapport with teachers without being intrusive or abrasive.

CAUTION: Professional teachers should not be hired as tutors for PTR because they are more likely to alter the prescribed procedures.

CAUTION: Volunteers should not be chosen as tutors because it is difficult to control volunteers and to maintain a stable tutoring staff.

CAUTION: High school students should be employed as tutors only if they can remain in the project all year because the stability of the tutor-tutee relationship is important.


Materials/
Equipment
• Publishers' tutoring kits keyed to basal reading series.
• An Alphabet Skills booklet provided in the PIP.

The basic materials needed for PTR are guidebooks and record forms supplied in kits by the publishers of the basal reading texts used in the regular classroom reading program. The tutoring kits may be purchased through the local publisher's representative. One kit is needed for each tutor. Kits are available for use with the following publishers' basal reading series: Scott-Foresman; Houghton Mifflin; Harper & Row; Ginn & Company; Holt, Rinehart, & Winston; and MacMillan. Materials should be ordered early in the summer prior to project implementation.

Other materials needed are pretests and posttests for selection of project students and evaluation. Six to eight weeks should be allowed for procuring tests for a September project start. If the testing is to be done by an external evaluator, he or she should be contacted before tests are purchased.

An Alphabet Skills booklet which is contained in the PTR PIP is the only remaining item used in the project. This booklet provides introductory material for children with no previous kindergarten reading experience, or who lack reading readiness skills.

CAUTION: New basal readers must be ordered if a school does not use any of the basal readers for which tutoring kits are available.

Facilities

- A quiet, well-located classroom.
- Furnished with pairs of desks or tables and chairs that allow for tutoring.

Programed Tutorial Reading's facilities needs are minimal. A vacant classroom and a quiet, isolated classroom corner are acceptable tutoring places, though placing all tutors together in an unoccupied classroom with adequate partitioned space is more favorable. The chief requirement is that the space permit the tutor and child to sit side by side and provide quiet for uninterrupted focus on the tutoring instruction. The tutoring location should not be so far from the regular classroom that a great deal of time is spent going to and from the tutoring sessions. Elementary school principals are responsible for providing space and furniture.

No special furniture is required for the project. Pairs of student desks or tables and chairs should be provided so that the tutor and tutee can sit side by side.

Furnished and equipped office space is required for the project director and secretary. In addition, a meeting room for training sessions must be available from time to time.

CAUTION: Tutoring stations should not be located in such places as hallways or auditorium stages where unscheduled events might disrupt tutoring.

PTR GETTING STARTED

If your district elects to implement PTR, and your application for the PIP is approved, the project director will have many planning tasks to complete before training and instruction begin in the fall. The director's role is extremely important. The same person should carry out initial tasks and subsequent troubleshooting. He or she should start in June on a third-time basis to carry out the required start-up tasks within the time frame shown in the chart facing this page.

The project director:

1. begins work, secures office space, and familiarizes self with PTR.
2. orients personnel of tentatively identified schools and other relevant administrators in the district.
3. hires external evaluator or designs project evaluation.
4. works with principals to determine approximate number of students to participate, to ascertain basal reading series used, and to arrange for tutoring facilities.
5. orders tutoring kits.
6. recruits and hires tutorial supervisors.
7. trains tutorial supervisors.
8. recruits and, with principal approval, hires tutors.
9. orients classroom teachers.
10. arranges for selection pretesting.
11. oversees selection pretesting.
12. with supervisors, trains tutors.

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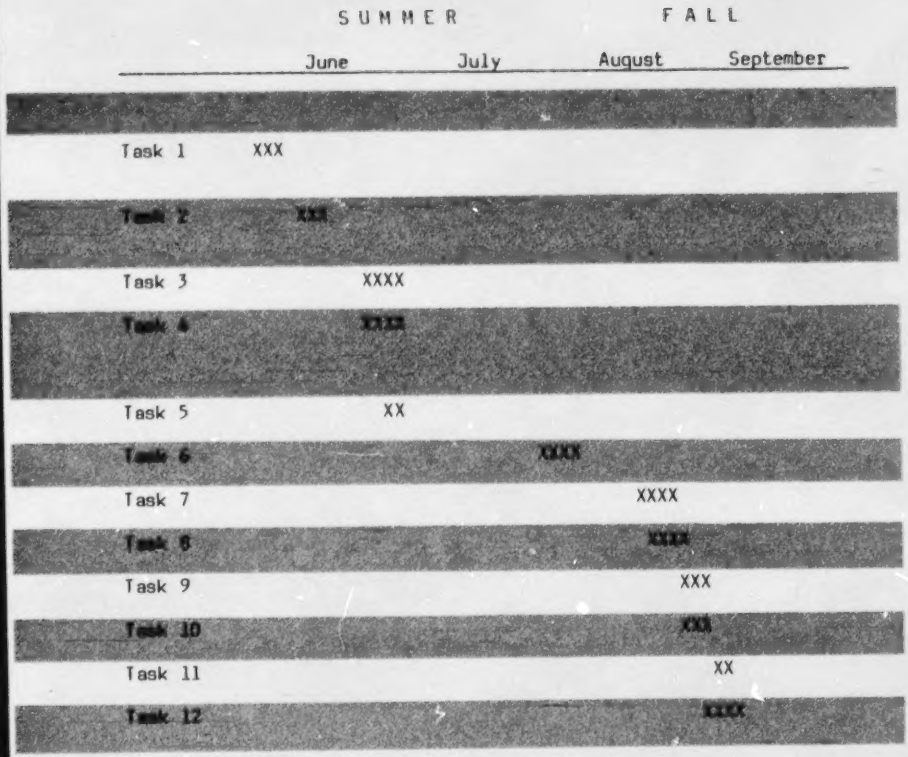
SUMMER
FALL
June
July
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Task 7
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Task 12
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PTR

ADOPTION CRITERIA

INTENTION

Select Programed Tutorial Reading only if your school district can meet the following project requirements:

INSTRUCTION

- Supplements regular classroom reading.
- Programs are followed verbatim by tutors.
- Occurs daily for 15 minutes.

MANAGEMENT/COMMUNICATION

- Director enlists support of principals and teachers.
- Daily management of tutoring delegated to supervisors.
- Teachers' judgment in student selection critical.

ORGANIZATION

- 15 percent time director and secretary.
- Tutorial supervisor for every 40 full-time tutors.
- One tutor instructs seven children each two hours.

PIR

ADOPTION CRITERIA

CAPABILITY

Select Programed Tutorial Reading only if

The following resources are available:

PERSONNEL

- Project director is an effective administrator and trainer.
- Tutorial supervisor is a certified teacher, respected in the district.
- Tutors are conscientious paraprofessionals or high school students.

MATERIALS/EQUIPMENT

- One tutoring kit for each full-time tutor and tutorial supervisor.

FACILITIES

- Quiet secluded tutoring space.
- Side-by-side seating of tutor and student.

You can meet the schedule for getting started:

- Project director working by mid-June.
- Evaluation arrangements made by end of June.
- Materials inventoried and ordered by mid-July.
- Tutorial supervisors hired and trained by end of July.
- Tutoring space procured by mid-August.
- Tutors hired and trained by mid-September.
- Students selected by mid-September.

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